

Daily Skill-Builders

Reading

Grades 3–4

Writer

Kathleen Cribby

Editorial Director

Susan A. Blair

Project Manager

Erica L. Varney

Cover Designer

Roman Laszok

Interior Designer

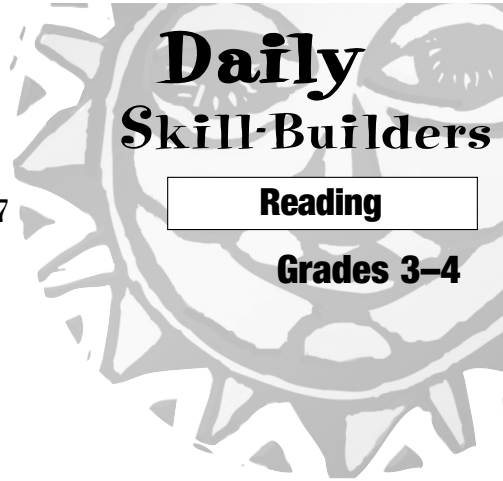
Mark Sayer

Production Editor

Maggie Jones

WALCH  PUBLISHING

Table of Contents



<i>To the Teacher</i>	v
READING COMPREHENSION	1-107
Following Directions	1
Sequencing	10
Main Ideas	19
Details	28
Drawing Conclusions	37
Predicting Outcomes	45
Cause and Effect	53
Fact and Opinion	61
Summarizing	69
Classifying/Categorizing	77
Comparing and Contrasting	85
Reading Maps, Charts, Graphs, Tables, and Diagrams	93
STORY ELEMENTS	108-153
Characters	108
Setting	114
Plot	118
Point of View	123
Theme	130
Tone	135
Genre/Purpose for Reading	139
Word Choice	143
Figurative Language	148
STUDY SKILLS	154-180
Alphabetizing	154
Dictionary Usage	160
Using Tables of Contents	165
Using Indexes	169
Encyclopedia Usage	173
Using Almanacs	176
Using Reference Books	179
ANSWER KEY	181

To the Teacher

Introduction to *Daily Skill-Builders*

The *Daily Skill-Builders* series began as an expansion of our popular *Daily Warm-Ups* series for grades 5–adult. Word spread, and eventually elementary teachers were asking for something similar. Just as *Daily Warm-Ups* do, *Daily Skill-Builders* turn extra classroom minutes into valuable learning time. Not only do these activities reinforce necessary skills for elementary students, they also make skill-drilling an engaging and informative process. Each book in this series contains 180 reproducible activities—one for each day of the school year!

How to Use *Daily Skill-Builders*

Daily Skill-Builders are easy to use—simply photocopy the day’s activity and distribute it. Each page is designed to take approximately ten to fifteen minutes. Many teachers choose to use them in the morning when students are arriving at school or in the afternoon before students leave for the day. They are also a great way to switch gears from one subject to another. No matter how you choose to use them, extra classroom minutes will never go unused again.

Building Skills for All Students

The *Daily Skill-Builders* activities give you great flexibility. The activities can be used effectively in a variety of ways to help all your students develop important skills, regardless of their level.

Depending on the needs of your students and your curriculum goals, you may want the entire class to do the same skill-builder, or you may select specific activities for different students. There are several activities for each topic covered in *Daily Skill-Builders*, so you



can decide which and how many activities to use to help students to master a particular skill.

If a student does not complete an activity in the allotted time, he or she may complete it as homework, or you may allow more time the next day to finish. If a student completes a skill-builder early, you may want to assign another. *Daily Skill-Builders* give you options that work for you.

Students in one grade level vary in their abilities, so each *Daily Skill-Builders* covers two grades. In a fourth-grade class, for example, some students may need the books for grades 3–4. Other students may need the greater challenge presented in the 4–5 books. Since all the books look virtually the same and many of the activities are similar, the students need not know that they are working at different levels.

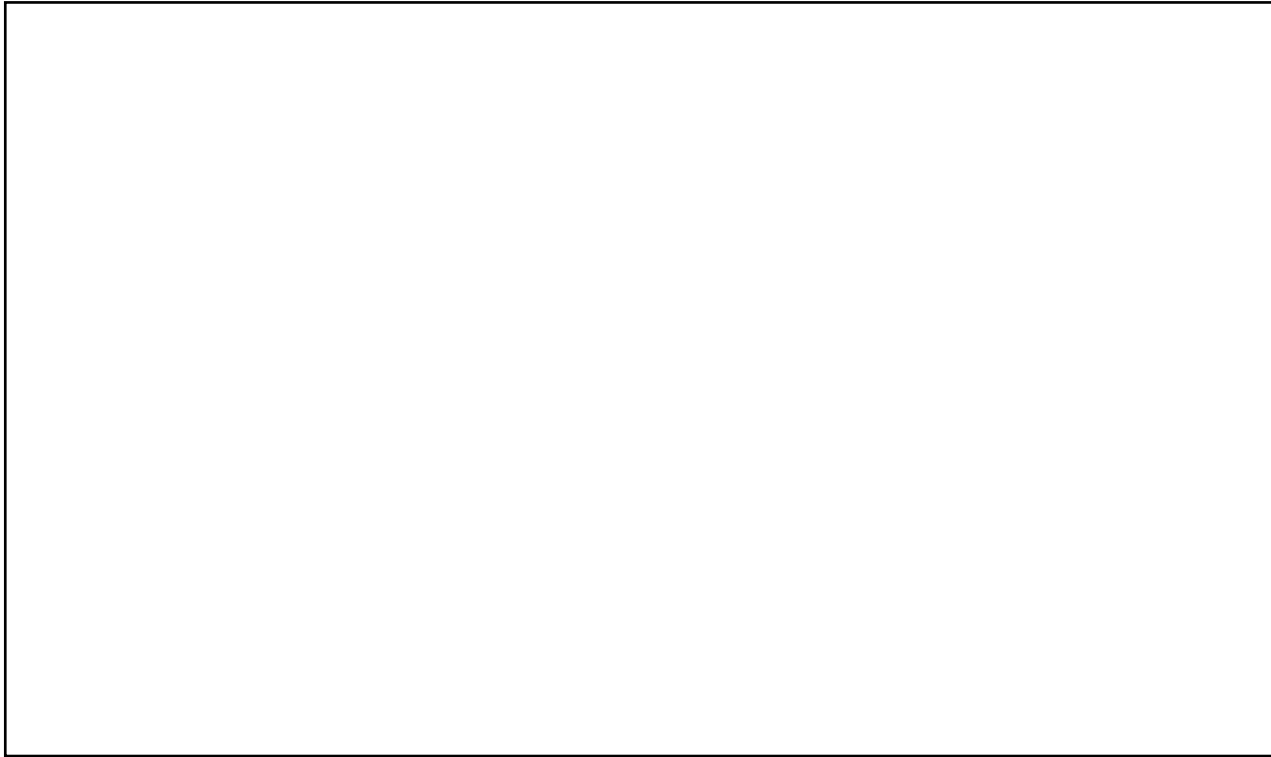
No matter how you choose to use them, *Daily Skill-Builders* will enhance your teaching. They are easy for you to use, and your students will approach them positively as they practice needed skills.

Name _____

Drawing Directions

Follow the **directions** to make a picture in the box below.

Title _____



1. Draw a circle in the upper right corner.
2. Draw lines off the circle to make a sun.
3. Draw grass along the bottom of box.
4. Draw two trees.
5. Draw five birds in the sky.
6. Draw a picture of yourself standing under one of the trees.
7. Now write a title for your picture on the line above the box.



Pop Quiz!

Follow these **directions**. Answer the questions below. Read all of the items below before you begin. You do not have to answer questions in complete sentences.

1. What is your name? _____
2. When is your birthday? _____
3. What is your favorite color? _____
4. Do you have any brothers or sisters? _____
5. If you answered yes, what are their names? _____
6. Do you have any pets? _____
7. What is the name of the town that you live in? _____
8. Do you play any sports? _____
9. What is your favorite sport? _____
10. Only answer questions 1, 3, 6, and 7.



Derek Goes to Work!

Jonah's older brother, Derek, is starting his first day at work. Read the following passage about Derek's day. Then **follow** the **directions**.

Monday was Derek's first day at his new job. He arrived at work right on time at 9:00 A.M. Derek was brought to his office. He had a desk, chair, telephone, and computer. Derek's secretary is named Joanie. Joanie's desk is right outside of Derek's office. Derek's boss is named Ms. Matheson. Derek had a busy morning. The phone rang nonstop. At noon, Derek and Joanie had lunch together, along with two other workers, James and Nancy. After lunch, Derek went right back to work. By the end of the day, he was happy but tired!

1. Draw a circle around the names of anyone that Derek works with.
2. Underline the time that Derek arrived at work.
3. On the lines below, list all of the items in Derek's new office.



Scavenger Hunt

Follow these **directions**. You will need crayons or colored pencils to complete this activity.

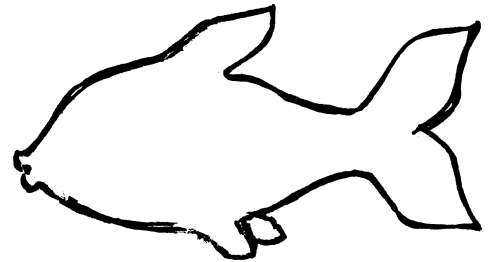
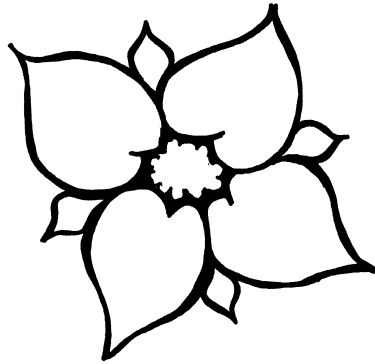
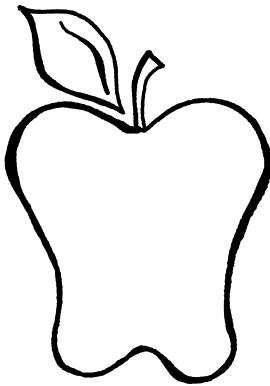
1. Find a paper clip. Draw a picture of it in the box.



2. Write the first names of three of your classmates. _____

3. Write the name of your teacher. _____

4. Color in the following objects. Color the apple red. Color the flower yellow. Color the fish orange.



Order in the Books!

When you go into a library, the books are always arranged in **alphabetical order**. In order to find what you are looking for, you must know the alphabet. It is important to remember that words like *a*, *an*, and *the* are ignored when placing items in alphabetical order. For example, if the name of a book is A Wizard's Life, the word that determines how to alphabetize the book is *Wizard*.

Look around your classroom. Find eight books. Write the titles in alphabetical order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Using a Dictionary

We use **dictionaries** to look up words that we don't know. Dictionaries help us in two ways. First, dictionaries show us how to spell words correctly. Second, dictionaries define, or tell the meanings of, words.

There are a few things that we have to know in order to use a dictionary. First of all, we need to know the alphabet. This helps us to look up things in the dictionary. Below are ten words. Read the words, and number them, 1 to 10, in alphabetical order.

_____ horse	_____ octopus
_____ xylophone	_____ zebra
_____ aardvark	_____ train
_____ carriage	_____ doctor
_____ softball	_____ hippopotamus

Now, choose five of the words above, and look them up in a dictionary. Write the definitions on the lines below.

11. _____

12. _____

13. _____

14. _____

15. _____

Parts of Speech

Dictionaries also tell us what part of speech a word is. That means that the dictionary tells us if the word is a **noun, verb, adjective**, and so forth. Below are a list of words. Some of these words can be different parts of speech. Using a dictionary, look up the words, and give all of the different parts of speech that the word may be.

1. run _____
2. swim _____
3. runaway _____
4. scout _____
5. side _____
6. foam _____
7. damp _____

Now, look up the words below. Write what part of speech the word is. Then, see if the word has any other forms. Choose one form. Write the form and its part of speech. The first one has been done for you.

8. dangerous adjective; dangerously: adverb _____
9. humane _____
10. nasty _____
11. pain _____
12. selfish _____

Know the Dictionary

A **dictionary** gives you lots of information about a word. It tells how to spell a word, and gives all definitions, pronunciations, and parts of speech of the word. Sometimes the dictionary gives words with similar meanings called **synonyms**.

Example: laugh \ ter \ 'laf-ter \ n. the action or sound of laughing

Laughter is broken into two parts, or syllables. The next section shows how to pronounce the word. The accent mark on the first syllable shows that *laf* is stressed more than *ter*. Next, *n.* shows that the word is a noun. The definition of the word comes last.

Look up the following words in a dictionary, and write the number of syllables each word has. Then, write what part of speech the word is.

1. horse _____

2. engine _____

3. entire _____

Name _____

The Right Words

Using your **dictionary**, look up one word that begins with each of the letters below. Write the word and its definition.

1. A

2. L

3. X

4. Z

5. R

6. D

Answer Key

READING COMPREHENSION

Page 1: Drawing Directions

The student should have drawn a picture with grass, 2 trees, 5 birds, a person standing under a tree, and a sun, as indicated in the directions.

Page 2: Pop Quiz!

Students should answer ONLY questions 1, 3, 6, and 7.

Page 3: Derek Goes to Work

1. The following names should be circled: Joanie, Ms. Matheson, James, Nancy. 2. 9:00 A.M. should be underlined. 3. desk, chair, telephone, and computer

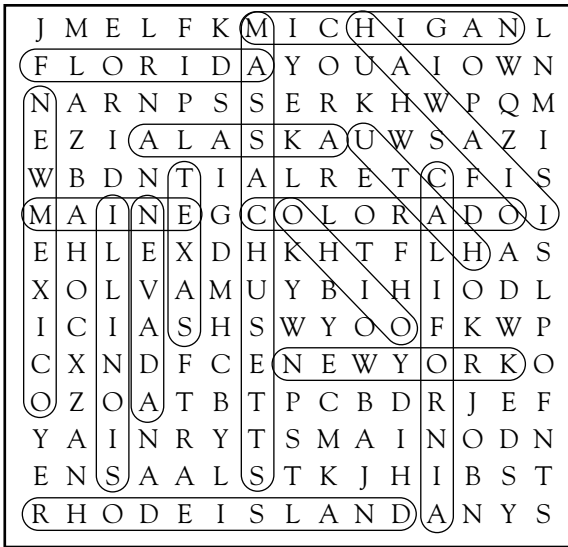
Page 4: Scavenger Hunt

Note: Crayons, markers, or colored pencils are needed for this activity. Answers will vary. Objects should be colored correctly.

Page 5: Why Should I Listen?

1. FOLLOWING DIRECTIONS IS VERY IMPORTANT.
2. DRAW A SAILBOAT IN THE BOX. Students should draw a sailboat in the box provided.

Page 6: State Search



Page 7: Recipe for Disaster

1. Mario didn't let the cake cool. 2. He thought that he was finished after baking the cake. 3. We should read ALL of the directions.

Page 8: Favorite Foods Graph

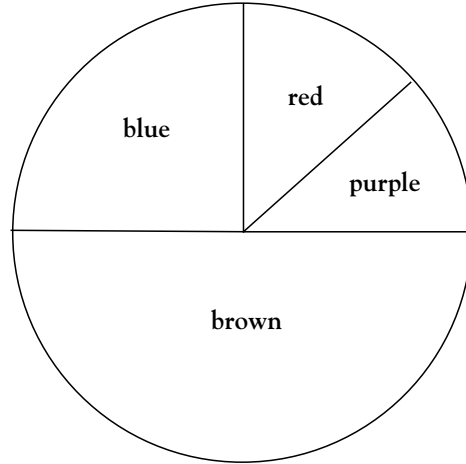
Note: Crayons, markers, or colored pencils are needed for this activity.

1. Pizza should be colored red. 2. French fries should be colored blue. 3. Hot dogs should be colored green.

4. Hamburgers should be colored yellow. 5. Ice cream should be colored brown.

Page 9: Make Your Own Circle Graph

Note: Crayons, markers, or colored pencils are needed for this activity.



Page 10: Ordering Carly's Day

1. c 2. f 3. h 4. a 5. e 6. b 7. d 8. g

Page 11: Birthday Cake Order

1. a 2. f 3. c 4. e 5. g 6. h 7. d 8. b

Page 12: Skiing Sequence

1. He went to the rental department. 2. He met his father for lunch. 3. with his dad 4. He fell asleep in the car.

Page 13: Fish Magnets

1. c 2. e 3. b 4. f 5. a 6. d 7. g

Page 14: Florida Sequence

1. to Sea World 2. watched the trick water skiers 3. went to Shamu's show 4. bought a stuffed Shamu doll for Kasey

Page 15: Order on the Farm

1. chicken 2. sheep 3. ducks 4. horses 5. pigs 6. cows

Page 16: Your Sequence

Answers will vary.

Page 17: What a Long Day!

1. b 2. a 3. c 4. e 5. g 6. f 7. d 8. h

Page 18: Fish Sequence

Note: Crayons, markers, or colored pencils are needed for this activity.

The fish next to the following statements should be colored: 1. Preheat the oven to 350°. 2. Take off your socks. 3. Eat dinner. 4. Put on your winter coat. 5. Go to

should hope to reach. 4. Loyalty often goes along with friendship.

Page 134: Why Read the Book?

1. family 2. honesty 3. patriotism 4. friendship

Page 135: Showing Tone

Possible answers:

2. I can't wait for Friday to come. Our class is going to the planetarium. 3. The story is so sad. I cried at the end. 4. I am anxious about being in the wedding. I hope I don't make a mistake. 5. The movie was very scary. It gave me nightmares.

Page 136: Watch Your Tone!

1. excitement 2. fear 3. excitement/anticipation 4. anger 5. nervous/anxious

Page 137: The Right Tone

1. f 2. e 3. a 4. d (or c) 5. b 6. c (or d)

Page 138: Tone It Down!

Possible answers:

1. happy: I am happy that we are going on vacation. 2. sad: I am sad my cat is lost. 3. worried: I'm afraid I won't do well in swim class. 4. angry: What a dumb thing I did today!

Page 139: Why Do We Read?

The following items should be circled: textbook, map, cookbook, atlas, owner's manual, worksheet, sheet music, board game rules. Students' own lists will vary.

Page 140: Why Read That?

1. enjoyment, information 2. enjoyment 3. information, instruction 4. information 5. instruction 6. enjoyment, information 7. information, instruction 8. information

Page 141: What Genre?

1. adventure 2. fantasy 3. biography 4. autobiography 5. mystery 6. adventure 7. fantasy 8. mystery

Page 142: Hunt for Genres

Answers will vary.

Page 143: Find a Better Word

Possible answers:

1. well-behaved 2. stifling 3. beautiful 4. gorgeous 5. exhausted 6. neat 7. sluggishly 8. quietly

Page 144: Word Scoops

Possible answers:

1. joyful, pleased 2. solemn, tearful 3. tiny, miniature 4. frightened, terrified 5. wonderful, lovely 6. beautiful, gorgeous

Page 145: More Words

Possible answers:

1. stormy, snowy, wintry, freezing, bone-chilling

2. friendly, affectionate, trusting, lovable, cuddly 3. fabulous, wonderful, engaging, exciting, great

Page 146: Does It Fit?

1. b 2. a 3. c 4. a 5. c

Page 147: Word Sense

1. sight 2. touch 3. smell 4. sound 5. taste 6. Sentences will vary.

Page 148: That Figures!

1. metaphor 2. simile 3. simile 4. metaphor 5. simile 6. simile 7. metaphor 8. simile

Page 149: Figures of Speech

1. s 2. c 3. none 4. n 5. p 6. Sentences will vary.

Page 150: Onomato . . . What?

The following words should be circled: clang, tick, zoom, bang, click, pop, boom, slap. Examples will vary.

Page 151: Figure It Out

1. simile 2. alliteration 3. onomatopoeia 4. metaphor 5. alliteration 6. onomatopoeia 7. simile

Page 152: Idioms

1. can't speak because of shyness 2. bad mood 3. go to bed 4. good luck 5. in a frenzied manner 6. think hard 7. raining really hard 8. get married

Page 153: Go Figure!

1. alliteration 2. simile 3. metaphor 4. onomatopoeia 5–8. Examples of figurative language will vary.

SKILLS

Page 154: Baby ABCs

1. Alex 2. Anthony 3. Connor 4. Darnell 5. Ethan 6. Garrett 7. Johnathan 8. Jordan 9. Malcolm 10. Mark 11. Matthew 12. Omar 13. Pedro 14. Ramon 15. Tyson

Page 155: Alphabetizing States

1. Alabama, Alaska, Arizona, Arkansas 2. California, Colorado, Connecticut 3. Idaho, Illinois, Indiana, Iowa 4. Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana

Page 156: Third-Grade Names

3, 2, 1, 4, 10, 9, 8, 6, 7, 5

Page 157: Movie ABC

1. a 2. b 3. b 4. a 5. b

Page 158: Look It Up

1, 2, 4, (3), 6, 9, 8, 5, 7, 11, 12, 13, 10, 14

Page 159: Order in the Books!

Answers will vary.

Page 160: Using a Dictionary

5 horse, 6 octopus, 9 xylophone, 10 zebra, 1 aardvark, 8 train, 2 carriage, 3 doctor, 7 softball, 4 hippopotamus; 11.–15. Words and definitions will vary.

Page 161: Parts of Speech

1. verb, noun 2. verb, noun 3. noun, adjective 4. verb, noun 5. noun, adjective, verb 6. noun, verb 7. noun, verb, adjective 9. humane: adjective; humanely: adverb; 10. nasty: adjective; nastily: adverb; nastiness, nasty: noun 11. pain: noun, verb; painless: adjective; painlessly: adverb; painlessness: noun 12. selfish: adjective; selfishly: adverb; selfishness: noun

Page 162: Know the Dictionary

1. one syllable; noun 2. two syllables; noun 3. two syllables; adjective

Page 163: The Right Words

Answers will vary.

Page 164: Dictionary Word Hunt

Possible answers:

1. runaway 2. rush 3. pain 4. very 5. nice, pleasing 6. xylophone 7. theater, theatre; tranquillity, tranquility

Page 165: A Table of Contents

1. page 37 2. page 71 3. page 72 4. pages 24–36 5. Roaches 6. 1

Page 166: Using Your Textbooks

1–8. Answers will vary. 9. Possible answers: glossary, index

Page 167: Chapter by Chapter

1. Proofreading and Editing 2. page 18 3. Chapter 2 4. Chapter 1 5. “Polishing Your Paper” 6. writing a research paper

Page 168: Life Story

Answers will vary.

Page 169: Introducing the Index

1. page 65 2. bear 3. aardvark 4. antelope 5. no 6. page 87 7. animals

Page 170: Look It Up!

1. yes 2. pages 28, 90 3. pages 74, 209 4. peridot and rubies 5. pages 4, 73, 86

Page 171: Make Your Own Index

badminton, baseball, basketball, boxing, golf, hockey, lacrosse, rowing, running, skiing, soccer, swimming, tennis, walking, wrestling 1–4. Answers will vary.

Page 172: Where Does It Go?

Titles: By the Sea, The Farmhouse, The House on Smith Street, Mama’s House, Matt’s Big Adventure, The Swing, Waiting for Love. Authors: Angelou, Maya; Crane, Stephen; Golding, William; Mailer, Liz; Mason, Michael; Reali, Samuel; Silverstein, Shel

Page 173: Using Encyclopedias

1. Volume 14 2. Answers will vary, but might include horse, javelina, kangaroo 3. yes 4. no 5. Answers will vary, but might include aardvark, bears, cows.

Page 174: Where Is It?

1. 9 2. Volume 8 3. Dra–Fre 4. Volume 4 5. Volume 3 6. Volume 6 7. Volume 9 8. It is in alphabetical order.

Page 175: Read It Here

1. no 2. 7 3. Canada 4. yes

Page 176: What Is an Almanac?

1. March 17 2. May 3. third Sunday in June 4. yes 5. no 6. December 26

Page 177: Using an Almanac

1. 10 2. 10 3. 10 4. 10 5. 3.937

Page 178: What’s the Weather?

1. December 5 2. A snowstorm is predicted. 3. December 23 4. December 14

Page 179: The Best Source

1. almanac 2. dictionary 3. dictionary 4. encyclopedia or almanac 5. encyclopedia or almanac 6. thesaurus 7. dictionary 8. thesaurus

Page 180: To What Does It Refer?

1. dictionary 2. almanac 3. thesaurus 4. dictionary 5. encyclopedia or almanac